

Nevada Social Studies Standards

Civics

K-12 Standards

President Abraham Lincoln said that we have a government “of the people, by the people, and for the people.” This statement reflects the basic premise of the United States government since 1787.

The framers of the U.S. Constitution envisioned a government strong enough to rule the nation with power derived from the people. To ensure the continuation of our complex and dynamic system of government, our society must rely on the knowledge and skills of our citizens and elected public officials.

The goal of civics education in Nevada is to create knowledgeable citizens who will participate in political life and be committed to the fundamental values and principles of democracy. Instruction will provide students with a basic understanding of political philosophy, politics and government, and how democracy is maintained in an increasingly diverse society. Students will study in-depth our political system including the legislative, judicial, and executive branches of governments at the local, state, and national levels as well as the rights and responsibilities of a citizen.

The following standards comprise a comprehensive K-12 framework for a civics curriculum. These include the need for rules, laws, and government (Rules and Law); the U.S. Constitution and government it creates (The U.S. Government); the relationship between the states and national government (National and State Government); the roles of political parties, interest groups, and public opinion in the democratic process (The Political Process); the roles, rights, and responsibilities of United States citizens (Citizenship); the structure and functions of state and local governments (State and Local Government); the different political and economic systems in the world (Political and Economic Systems); and the political and economic relationship of the U.S. and its citizens with other nations (International Relations).

Democracy does not simply exist; it is participatory. As students progress through the curriculum and master the civics standards, they will have the skills necessary to meet the demand required of a 21st century U.S. citizen.

NOTE: These standards make use of the terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding.

Two examples from the Civics standards:

7.5.1

List the characteristics of a nation-state, including:

- Self-rule
- Territory
- Population
- organized government

Self-rule, territory, population, and organized government are essential to an understanding of the characteristics of a nation-state and the teaching and learning of this particular topic would not be complete without them. However, there are other terms and ideas that would add to a student’s understanding of the topic and would be appropriate if added into the lesson, but self-rule, territory, population, and organized government should not be neglected.

8.8.4

List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.

Items that follow these terms should not be considered mandatory or part of a potential assessment. Here, the World Bank, Amnesty International, and the International Red Cross are not the only examples of non-governmental organizations and may or may not be included in the lesson. Other examples may be appropriate in the teaching of this concept.

This edition of the Nevada Academic Standards contains supplemental information. First, suggested interdisciplinary links have been noted at the bottom of each box. The key to the link coding is below. Second, members of a prioritization team selected some standards and benchmarks as appropriate for state assessment and others as appropriate only for local assessment. (It is assumed that all benchmarks will be assessed at the local level; only some are appropriate for assessment at the state level). Benchmarks in regular text are appropriate for state assessment. Finally, the prioritization teams prioritized each benchmark based on a three-part framework, the key to which is also listed below.

***Key to Suggested Link Coding**

C = Civics H = History G = Geography Ec = Economics
E = English Language Arts

NOTE: As of April 2006, both the Science and Mathematics standards have been revised; therefore, none of the alignment with these two content area standards is valid or accurate. Thus, the Science and Mathematics standards have been removed from this document.

***Prioritizing**

E = Enduring, complex, engaging, “big ideas,” requiring in-depth coverage
I = Important to know and do. Critical to reaching enduring understanding. Students should retain detailed, but not extensive knowledge.
W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

Nevada Academic Standards that are assessable at local level ONLY are indicated with *italicized text*.

Nevada Academic Standards that are assessable at state and local level are indicated with regular text.

Civics

Content Standard 1.0: Rules and Law: *Students know why society needs rules, laws, and governments.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.2.1 I Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.	1.3.1 E <i>Identify examples of rules, laws, and authorities that keep people safe and property secure.</i>	1.5.1 I <i>Describe the effects on society of the absence of law.</i>	1.8.1 I <i>Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).</i> H 6.12.7; H 8.8.1	1.12.1 E <i>Explain the concept of the rule of law in the establishment of the U.S. Constitution.</i>	Rules and Law
		1.5.2 I <i>Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.</i> H 6.5.4	1.8.2 I Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy. H 6.8.4; H 6.8.7; H 6.8.8	1.12.2 I <i>Explain the influence of social contract theory, natural rights philosophy and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.</i> H 6.12.4; H 6.12.8; H 6.12.3; H 6.12.7	Documents
				1.12.3 W <i>Describe the historic influences on early U.S. documents, such as:</i> <ul style="list-style-type: none"> • Greek law • Magna Carta • Iroquois League H 6.12.4; H 6.12.7	Documents

Constitution: Body of fundamental law, setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Democracy: A form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Natural rights: Belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Rule of man: The ability of government officials and others to govern by their personal whim or desire.

Social contract: Agreement of all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.

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Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.2.4 W Participate in class decision-making.	1.3.4 I <i>Explain that democracy involves voting, majority rule, and setting rules.</i> M 1.3.6	1.5.4 I <i>Describe the operation of representative government, including the rights of political minorities.</i>	1.8.4 E Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government. H 6.8.3	1.12.4 W Analyze the role of citizen participation in U.S. civic life.	Democratic Participation
			1.8.5 I <i>Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.</i> H 6.8.7; H 6.8.8	1.12.5 E Identify and explain changes in the interpretation and application of the U.S. Constitution.	The U.S. Constitution and Amendments

Citizen: One who owes allegiance to a nation and is entitled to its protection.

Popular Sovereignty: A principle of government in which the vote of the citizen is considered the final authority.

Representative government: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		2.5.1 E Identify the three branches of government (as set forth in the U.S. Constitution). E 10.2.3	2.8.1 E Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution. H 6.8.7	2.12.1 E Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches. H 6.12.4; H 6.12.7	The U.S. Constitution
		2.5.2 E Name the two houses of the U.S. Congress.	2.8.2 W <i>Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.</i> H 6.8.7	2.12.2 I Describe the creation of laws through the legislative process.	The Legislative Structure and Process
		2.5.3 I <i>Identify the powers of the U.S. Congress, such as power to tax, declare war, and impeach the President.</i>	2.8.3 I Discuss enumerated and implied powers of the U.S. Congress. Ec 8.8.1; H 6.8.7	2.12.3 E <i>Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.</i> Ec 8.12.3; H 6.12.7	Legislative Powers
	2.3.4 E <i>Name the current President of the United States.</i>	2.5.4 I <i>Identify the duties of the President.</i>	2.8.4 I Describe the duties of the President, such as presenting a budget proposal. Ec 8.8.1; H 6.8.7	2.12.4 E/S Describe the duties of the executive branch, including: <ul style="list-style-type: none"> • <i>Cabinet/departments (W)</i> • <i>regulatory commissions (W)</i> • <i>White House staff (W)</i> 	The Executive Branch

Enumerated: Those powers specifically stated in the U.S. Constitution.

Implied powers: Those powers of the government inferred from the enumerated powers: those ‘necessary and proper’ to carry out the expressed powers

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Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
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		2.5.5 E Identify the Supreme Court as the highest court in the land.	2.8.5 I List the ways the Supreme Court determines policy, including: <ul style="list-style-type: none"> • judicial review • interpreting laws • overruling or revising its previous decisions H 6.8.7	2.12.5 I Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review. H 6.12.13	The Judicial Branch
		2.5.6 I <i>Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.</i>	2.8.6 I Describe the trial process, including the selection and responsibilities of jurors. H 6.8.7	2.12.6 E Explain the importance of the jury process in a democratic society. H 6.8.8	The Jury System
			2.8.7 E Explain the system of checks and balances in the design of the U.S. Constitution. H 6.8.7	2.12.7 E Analyze the effectiveness of checks and balances in maintaining the equal division of power. H 6.12.7	Checks and Balances

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Content Standard 3.0: National and State Government: *Students can explain the relationship between the states and national government.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			3.8.1 I Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments. Ec 8.8.1	3.12.1 I Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers). H 6.12.7; H 6.12.8	Division of Powers
			3.8.2 E Define " federalism ."	3.12.2 I Provide contemporary examples of federalism . H 6.12.7	Federalism
			3.8.3 E Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.	3.12.3 E Use examples to illustrate the supremacy clause in defining the relationship between state and national governments. H 6.12.7	Constitutional Supremacy

Concurrent powers: Any powers that may be exercised by both the federal government and state governments.

Delegated powers: Those powers the Constitution grants or delegates to the national government, such as expressed powers, implied powers, and inherent powers.

Federalism: (or federal system) A form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g. states).

Reserved powers: The powers not delegated to the national government by the Constitution, nor prohibited to the states, are reserved to the states, or the people.

Supremacy Clause: Article VI, Section 2 of the Constitution, which states that the Constitution, laws passed by Congress and the treaties of the United States "shall be the supreme law of the land and binding on the states."

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Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.5.1 W <i>List the qualities of a leader.</i> H 6.5.5; H 7.5.7; H 9.5.8	4.8.1 I <i>Describe the election process.</i>	4.12.1 E Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.	Leaders and Elections
		4.5.2 I <i>Name the two major political parties.</i>	4.8.2 I <i>Provide examples of how political parties changed.</i> H 6.8.13	4.12.2 E <i>Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.</i> E 8.12.5; H 6.12.3	Political Parties
	4.3.3 W <i>Discuss why people form groups.</i> G 4.3.8	4.5.3 W <i>Give examples of interest groups.</i> G 2.5.2; G 2.5.3	4.8.3 I <i>Identify the impact of interest groups on the political process.</i> G 4.8.8	4.12.3 E Evaluate the significance of interest groups in the political process of a democratic society. Ec 8.12.5; G 4.12.2	Interest Groups
		4.5.4 W <i>Identify sources of information people use to form an opinion.</i> E 11.5.2; E 11.5.3	4.8.4 E Identify the influence of the media in forming public opinion. E 4.8.1; E 4.8.2; E 11.8.2; H 10.8.5	4.12.4 E Analyze the role that television and other media play in the process of political persuasion. E 4.12.1; E 4.12.2; E 11.12.2; H 10.12.5	Formation of Public Opinion

Interest groups: Organized bodies of individuals who share some goals and try to influence public policy to meet those goals.

Political party: A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Public policy: All decisions and actions of government.

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Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			4.8.5 I Identify propaganda and persuasion in political advertising and literature. E 4.8.4	4.12.5 E <i>Evaluate propaganda in both historic and current political communication.</i> E 4.12.4; E 4.12.5; H 9.12.9	Propaganda
			4.8.6 I <i>Provide examples of contemporary public issues that may require public solutions.</i> G 5.8.3; G 5.8.4; G 5.8.7; G 6.8.3	4.12.6 E Describe the process by which public policy is formed and carried out. Ec 8.12.6; E 4.12.1; E 4.12.2; G 5.12.7	Public Policy

Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	5.3.1 E <i>Recognize the Pledge of Allegiance.</i>	5.5.1 W <i>Describe the difference between a natural-born and a naturalized citizen of the United States.</i>	5.8.1 I <i>Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting, holding office, jury duty, or military, community, or public service.</i> H 7.8.1; H 7.8.13	5.12.1 E Examine the rights of citizens and how these rights may be restricted. H 6.12.13; H 7.12.2; H 7.12.3; H 7.12.13; H 8.12.9; H 9.12.8	Citizenship
				5.12.2 E Examine the responsibilities of U.S. citizens.	
5.2.3 W Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July. H 6.2.4; H 6.2.13	5.3.3 W <i>Explain why we have patriotic holidays.</i> H 6.3.4; H 7.3.17	5.5.3 I <i>Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.</i> H 6.5.4; H 6.5.5	5.8.3 I <i>Explain the significance of mottoes and symbols including:</i> <ul style="list-style-type: none"> • <i>E Pluribus Unum</i> • <i>National Anthem</i> • <i>Flag</i> • <i>Statue of Liberty</i> • <i>Great Seal</i> • <i>Oath of office</i> • <i>Pledge of Allegiance</i> 	5.12.3 I <i>Explain symbols and documents of a nation and how they represent its identity.</i>	Symbols
	5.3.4 W <i>Identify an individual's rights within the classroom.</i>	5.5.4 I <i>Identify the Bill of Rights.</i>	5.8.4 E Explain the necessity of the Bill of Rights for a democratic society. H 6.8.7	5.12.4 I Describe the development of the Bill of Rights and provide a contemporary application. H 6.12.8	Individual Rights

Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				<p>5.12.5 E Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection.</p> <p>H 7.8.1</p>	Individual Rights
	<p>5.3.6 I <i>Identify conflicts in the school and discuss peaceful resolution.</i></p> <p>G 4.3.9</p>	<p>5.5.6 E <i>Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.</i></p> <p>G 4.8.9; H 9.5.8; S 18.5.4</p>	<p>5.8.6 I <i>Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.</i></p> <p>H 9.8.8; S 18.8.4</p>	<p>5.12.6 I <i>Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.</i></p> <p>G 4.12.9; G 6.12.2; H 8.12.7; H 9.12.1; H 9.12.8</p>	Conflict and Resolution
				<p>5.12.7 I Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including:</p> <ul style="list-style-type: none"> • Brown v. Board of Education of Topeka • Gideon v. Wainwright • Miranda v. Arizona • Tinker v. Des Moines Independent Community School District <p>H 9.12.8</p>	The Supreme Court and Individual Rights Cases

Civics

Content Standard 6.0: State and Local Government: *Students know the structure and functions of state and local governments.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	6.3.1 W <i>Name the current governor of Nevada.</i>	6.5.1 E <i>Explain why local governments are created within states.</i>	6.8.1 I <i>Compare the organization and purpose of state, local, and tribal government.</i> Ec 8.8.1	6.12.1 I <i>Explain the structure and function of state and local governments.</i>	Structure of State, Local, and Tribal Government
				6.12.2 W <i>Describe the unique role of tribal governments within the United States.</i> H 7.12.3	
		6.5.3 E <i>Name the three branches of state government.</i>		6.12.3 I <i>Compare and contrast the structure of the Nevada and United States Constitutions.</i>	
		6.5.4 I <i>Know that there are different types of courts.</i>		6.12.4 I <i>Describe the differences between the local, state, and federal court systems.</i>	Court Systems
			6.8.5 I <i>Describe the juvenile, civil, and criminal court systems.</i>		

Local government: A county and/or municipal governments that may include special districts.

Tribal government: (or tribe) A political entity with the right to self-government.

Civil court: A court that handles cases relating to disputes between two or more individuals or organizations.

Criminal court: A court that handles cases relating to the violation of law.

Juvenile court: A court that handles cases specifically relating to minors.

Civics

Content Standard 7.0: Political and Economic Systems: *Students explain the different political and economic systems in the world.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		7.5.1 I List the characteristics of a nation-state , including: <ul style="list-style-type: none"> • self-rule • territory • population • organized government 	7.8.1 I Define the world’s major political systems, including: <ul style="list-style-type: none"> • monarchy • totalitarian dictatorship • presidential system • communism H 8.8.1; H 9.8.12	7.12.1 E Summarize and evaluate the significant characteristics of the world’s major political systems, including: <ul style="list-style-type: none"> • monarchy • totalitarian dictatorship • presidential system • parliamentary system • communism H 5.12.2; H 7.12.17; H 7.12.18; H 8.8.1	Comparative Political Systems
			7.8.2 I Define the world’s major economic systems, including: <ul style="list-style-type: none"> • capitalism • mixed economy • socialism • command economy H 6.8.12; S 16.8.5	7.12.2 E Define and analyze the major economic systems of the world, including: <ul style="list-style-type: none"> • capitalism • mixed economy • socialism • command economy Ec 9.12.3; H 6.12.12	Comparative Economic Systems

Capitalism: An economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit.

Command economy: An economic system in which the government makes economic decisions.

Communism: An economic and political system in which property and goods are owned by the government and products are shared by all.

Mixed economy: An economic system in which the government both supports and regulates free enterprise.

Monarchy: A government where a king, queen, or emperor exercises supreme powers.

Parliamentary system: A form of government that gives governmental authority to a legislature that selects the executive from its own members.

Presidential system: A government where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.

Socialism: An economic system in which the government owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services such as education, health care, and welfare.

Totalitarianism: (or dictatorship) A system of government in which a single leader or group has complete authority to rule.

Civics

Content Standard 8.0: International Relations: *Students know the political and economic relationship of the United States and its citizens to other nations.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
8.2.1 I <i>Name their school and community.</i>	8.3.1 I <i>Identify their county, state, and country.</i>	8.5.1 I Identify the countries bordering the United States.	8.8.1 I <i>Identify nations that play a significant role in U.S. foreign policy.</i>	8.12.1 I <i>Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.</i> H 7.12.14; H 8.12.7; H 9.12.1	From Individual to the World
		8.5.2 I <i>Explain ways in which nations interact.</i> Ec 9.5.2; G 4.5.5	8.8.2 E Define foreign policy and describe ways nations interact diplomatically, including: • treaties • trade • humanitarian aid • military intervention	8.12.2 I Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including: • diplomacy • economic policy • humanitarian aid • military intervention	Foreign Policy
			8.8.3 I <i>Describe the purpose of the United Nations.</i> H 8.8.7	8.12.3 I <i>Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs.</i> H 8.12.7	International Organizations
			8.8.4 I <i>List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.</i> G 4.8.10		

Foreign Policy: The actions and positions that a nation takes in every aspect of its relationships in world affairs.